

NGP Hot Topic

Student Voice Update:

The third edition of the Student Voice Implementation Guide has been posted to the [Student Voice website](#).

New Student Voice guidance for teachers:

- [Student “How-To” Guide](#): Step-by-step instructions for students to begin and complete the Student Voice Survey (may be printed for student reference)
- [Student “How-To” PowerPoint](#): Step-by-step instructions to guide students through the Student Voice Survey process
- [Teacher Administration Guide](#): Preparing for the survey: What to know and how to prepare for survey administration



For more information, please contact Joyce Richards, 502-564-1479, ext. 4532, joyce.richards@education.ky.gov.

KDE Quick Links:

- [Equity webpage](#)
- [Title II webpage](#)
- [Professional Learning webpage](#)
- [Teacher Leadership webpage](#)
- [PGES webpages](#)
- [EDS webpage](#)
- [@KyPGES](#)
- [@KyDeptofEd](#)
- [KDE Facebook page](#)

Sample Resources for use with Student Voice: Created by Teacher Leaders on Special Assignment (TLSA)

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| Elementary School | Student Voice elementary sample lesson plan |
| | Student Voice rubric for lesson |
| Middle/High School | Student Voice middle/high sample lesson plan 1 |
| | Student Voice middle/high sample lesson plan 2 |
| | Student Voice review activity |

Teacher’s Corner

Tips for the new calendar year:

- Review the Student Voice Survey with students. Educators may teach students the meaning of unfamiliar words, the purpose of the survey, how the results will be used and expectations
- Reflect on progress toward the Professional Growth Goal
- Reflect on progress toward the Student Growth Goal and modify strategies as appropriate
- Verify classroom rosters

Mid-Year Review

This is a perfect time of year to assess progress toward goals by examining data and evidence. Examination of Student Growth Goal (SGG) and Professional Growth Plan (PGP) data and evidence may occur in school-based Professional Learning Communities (PLCs), personal Professional Learning Networks (PLNs), or in mid-year conferences with the principal. The purpose of the reviews is to determine progress made toward the goals and make adjustments to instructional practices in order to reach them.

Sample Questions for Mid-Year Review

(Evidence should be provided when responding to the questions)

1. How has your Professional Growth Goal, as well as the strategies identified to reach the goal, caused you to change your professional practice?
2. How has this change impacted students?
3. In what areas do you need additional support?
4. What professional practices and decisions in your work have had the most influence on your ability to support your students to achieve growth?
5. How are students meeting or showing progress toward the growth and proficiency targets?
6. What patterns do you see in special populations of students?
7. How do the activities, materials and resources in the student growth plan align to the needs of the students, now that you have the new data?
8. What support do you need in order to successfully meet your Student Growth Goal and Professional Growth Goal?
9. What are your next steps?

Update from the Kentucky Teacher Internship Program (KTIP)

The Kentucky Teacher Internship Program (KTIP) is one of the longest running state internship programs in the country. The KTIP approach is grounded in a developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation and reflective practice.

KTIP was created in 1985 and is in both state statute and administrative regulation. It has undergone multiple revisions over the years to stay relevant and effective as a support and mentoring program. The most recent revision was made last year to align KTIP with the Professional Growth and Effectiveness System (PGES). The Education Professional Standards Board (EPSB) worked with groups of partners from schools and districts, higher education, other state education agencies and the Kentucky Advisory Council for Internships to improve and streamline KTIP procedures and instruments. The new program was piloted in 21 districts during the 2014-15 school year, and feedback was collected to clarify the process. In 2015-16, all districts are using the revised KTIP with their intern teachers.

A requirement for initial certification, KTIP involves a focused collection of evidence, provided by the intern teacher, which clearly demonstrates his/her performance on a set of standards. Those standards include the Kentucky Teacher Standards, as well as the Kentucky Framework for Teaching.

The KTIP evidence collection process is organized around the three cycles of the internship year. During the first two cycles, the committee (resource teacher, principal and teacher educator) formatively evaluates the intern’s performance and provide feedback to reinforce strengths and address selected areas for professional growth. While formative assessments and feedback occur before the third cycle, it is during the third cycle that the intern’s performance on each of the components of the Kentucky Framework for Teaching is summatively evaluated to determine if the intern will be recommended for certification.

To be recommended for certification at the end of the third cycle, the KTIP committee must come to a consensus on performance by rating each framework component as “Developing” or higher. (The four levels include: Exemplary, Accomplished, Developing and Ineffective). If a consensus cannot be reached, the committee uses majority rule. In the KTIP process, there are nine Sources of Evidence that are specifically designed to provide the intern with the opportunity to demonstrate performance of the 22 framework components. The Sources of Evidence are the same as those in PGES, with detailed guidance and timelines provided for the intern.

The recent KTIP revision allows the use of similar assessment measures and evidence so a candidate in a teacher preparation program will learn about the multiple measures and the framework, then put them to use in his/her internship year and subsequent teaching career. Performance assessment data can be used to improve teacher preparation programs and strengthen the classroom teacher’s impact on student learning. This consistent trajectory of teacher growth expectations and effectiveness measures will focus all stakeholders on how we in Kentucky prepare and sustain a highly effective teaching force.

